Kentucky Department of Education

Our Children, Our Commonwealth
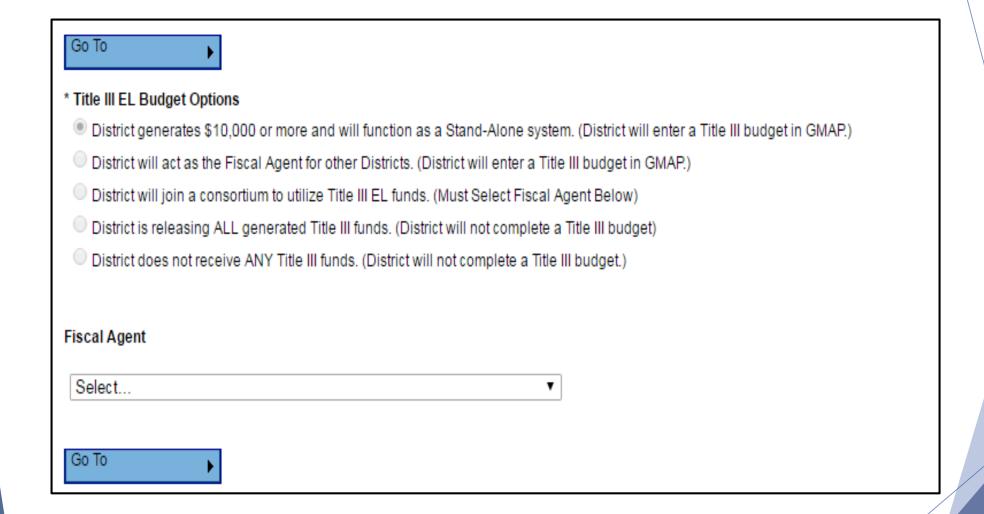
2017-2018 GMAP Application Process

Program Details

EL/Title III 2016-2017 Timeline

Dates	Purpose
February 2017 – Declaration of Participation forms to Superintendent	- From Division of Budget and Financial Management - First step in applying for Title III - Consultation with PNP
March 15 – State LEP Extract April 15 – Intent to Participate completed in GMAP	- Initial count for determining Title III allocations - Count is not final and allocations will be tentative

Title III Intent to Participate

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* Title III EL Budget Options

○ District generates $10,000 or more and will function as a Stand-Alone system. (District will enter a Title III budget in GMAP.)

○ District will act as the Fiscal Agent for other Districts. (District will enter a Title III budget in GMAP.)

○ District will join a consortium to utilize Title III EL funds. (Must Select Fiscal Agent Below)

○ District is releasing ALL generated Title III funds. (District will not complete a Title III budget)

○ District does not receive ANY Title III funds. (District will not complete a Title III budget.)

Fiscal Agent

Select... ▼

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EL/Title III 2016-2017 Timeline

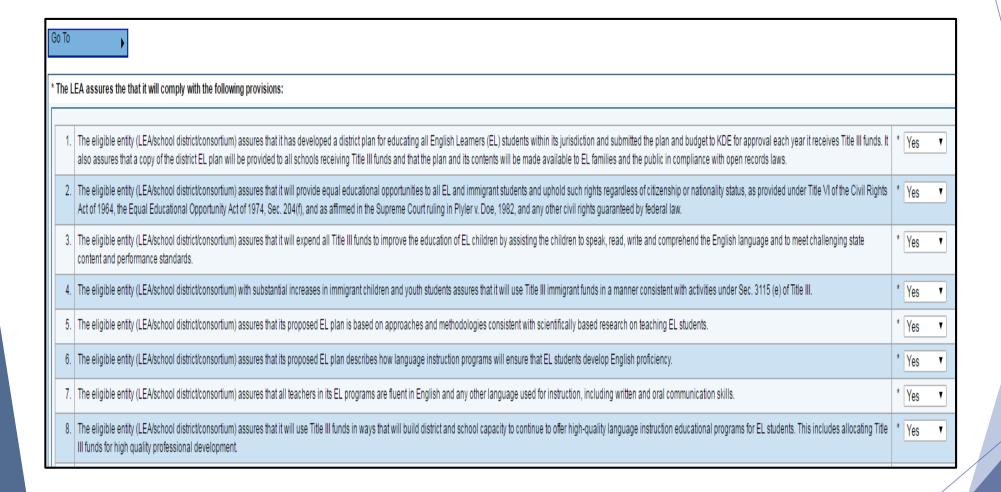| Dates	Purpose
May 1 – 31 Infinite Campus Data Clean up	• Districts run LEP Extract in Infinite Campus and correct Critical Errors
June 1, 2017 – KDE runs LEP Extract in IC State Edition; Immigrant Ad Hoc run TBD – Title III Subgrant Plan and Budget Applications due in Grant Management Application and Planning (GMAP) system	• Used to obtain final count for Title III EL and Immigrant Subgrants allocations • SEEK allocations • Plan/Budget required by USDE to receive Title III Subgrant funds • Annual Performance Report (APR) submitted as part of GMAP Program Details - Information required by the USDE for annual Consolidated State Performance Report (CSPR)

EL OCR Assurances

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☐ * The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the student's cumulative folder.

2. All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency.

3. EL parents of students are identified and served through translation or interpretation as needed.

4. Students who are identified as EL will receive English learner (EL) services that are educationally sound in theory and effective in practice whether or not the district is receiving Title III funds.

5. All teachers of EL students are providing accommodations as required to make Kentucky Academic Standards (KAS) accessible.

6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers.

7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.

8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.

9. Students are exited using accepted SEA criteria.

10. Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress.

11. EL students are eligible for all school and extra-curricular programs.

12. All ELs are age appropriate for the grade level in which they are placed.

Title III Assurances: Language Instruction for EL and Immigrant Students

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* The LEA assures the that it will comply with the following provisions:

1.	The eligible entity (LEA/school district/consortium) assures that it has developed a district plan for educating all English Learners (EL) students within its jurisdiction and submitted the plan and budget to KDE for approval each year it receives Title III funds. It also assures that a copy of the district EL plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to EL families and the public in compliance with open records laws.	*	Yes ▾
2.	The eligible entity (LEA/school district/consortium) assures that it will provide equal educational opportunities to all EL and immigrant students and uphold such rights regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in Plyler v. Doe, 1982, and any other civil rights guaranteed by federal law.	*	Yes ▾
3.	The eligible entity (LEA/school district/consortium) assures that it will expend all Title III funds to improve the education of EL children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.	*	Yes ▾
4.	The eligible entity (LEA/school district/consortium) with substantial increases in immigrant children and youth students assures that it will use Title III immigrant funds in a manner consistent with activities under Sec. 3115 (e) of Title III.	*	Yes ▾
5.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan is based on approaches and methodologies consistent with scientifically based research on teaching EL students.	*	Yes ▾
6.	The eligible entity (LEA/school district/consortium) assures that its proposed EL plan describes how language instruction programs will ensure that EL students develop English proficiency.	*	Yes ▾
7.	The eligible entity (LEA/school district/consortium) assures that all teachers in its EL programs are fluent in English and any other language used for instruction, including written and oral communication skills.	*	Yes ▾
8.	The eligible entity (LEA/school district/consortium) assures that it will use Title III funds in ways that will build district and school capacity to continue to offer high-quality language instruction educational programs for EL students. This includes allocating Title III funds for high quality professional development.	*	Yes ▾

Program Details

Complete pages in the Title III Section of the Consolidated Application ONLY if you are a Title III District Stand-Alone or Fiscal Agent of a Consortium

Program Guidance:

https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html

Narrative Questions

* 1. Explain how the district/consortium core language instruction educational program (LIEP) serves the English learner (EL) program and meets the civil rights requirements of ELs before receiving Title III funds. (include staffing, type of services, funding, and resources)

* 2. Provide a description of the effective programs and allowable activities that will be provided with Title III funds. Provide details on how these Title III activities will supplement the core LIEP.

* 3. Explain how the progress of the Title III funded activities will be monitored.

* 4. At the culmination of these activities, how will the impact on English language development be evaluated? What student performance data will be used to evaluate supplemental program? What steps will be taken to ensure continuous improvement of ELs? What stakeholders are involved in evaluation of the program?

* 5. How are equitable services being provided to private schools? If there are no private school participants, please indicate in the box below.

* 6. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2% for direct costs. Administrative costs are associated with the overall project management and administration and which are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories).

* 7. Indicate the district plan for EL parent, family and community engagement. Indicate the amount of Title III funds allocated for parent engagement activities.

* Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in your LEA as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

http://www.ncela.us/files/rcd/BE021775/Glossary_of_Terms.pdf

	Types of programs described in the local plan (as submitted to the State or as implemented) that is closest to the descriptions in the National Clearinghouse for English Language Acquisition Glossary of Terms (link to website above).	Name of the language of instruction, other than English, used in the programs.
☐	Transitional Bilingual	
☐	Dual Language or Two-way Immersion	
☐	English as Second Language (ESL) or English Language Development (ELD)	
☐	Content Classes with integrated ESL support	
☐	Newcomer programs	
☐	Other (explain in comment box)	

Program Detail - LIEP

1. Explain how the district/consortium core language instruction educational program (LIEP) serves the English learner (EL) program and meets the civil rights requirements of ELs before receiving Title III funds. (include staffing, type of services, funding, and resources)

2. Provide a description of the effective programs and allowable activities that will be provided with Title III funds. Provide details on how these Title III activities will <u>supplement</u> the core LIEP.

3. Explain how the progress of the Title III funded activities will be monitored.

Program Detail – Program Evaluation / Private Schools

4. At the culmination of these activities, how will the impact on English language development be evaluated? What student performance data will be used to evaluate supplemental program? What steps will be taken to ensure continuous improvement of ELs? What stakeholders are involved in evaluation of the program?

5. How are equitable services being provided to private schools? If there are no private school participants, please indicate in the box below.
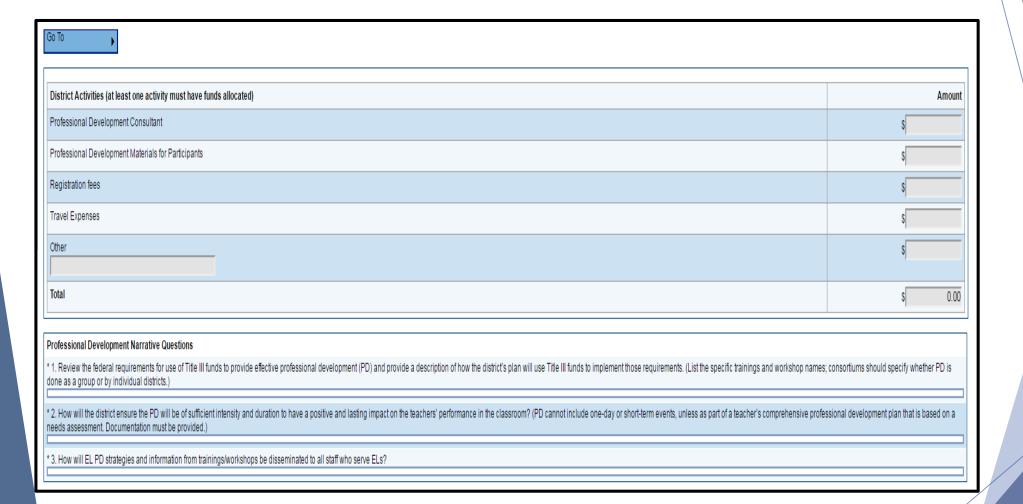
Program Detail – Administrative / Family & Community Engagement

6. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2% for direct costs. Administrative costs are associated with the overall project management and administration and which are not directly related to the provision of services to participants or otherwise allocable to the program cost objectives/categories).

7. Indicate the district plan for EL parent, family and community engagement. Indicate the amount of Title III funds allocated for parent engagement activities.

Professional Development Details

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District Activities (at least one activity must have funds allocated)	Amount
Professional Development Consultant	$
Professional Development Materials for Participants	$
Registration fees	$
Travel Expenses	$
Other	$
Total	$ 0.00

Professional Development Narrative Questions

* 1. Review the federal requirements for use of Title III funds to provide effective professional development (PD) and provide a description of how the district's plan will use Title III funds to implement those requirements. (List the specific trainings and workshop names; consortiums should specify whether PD is done as a group or by individual districts.)

* 2. How will the district ensure the PD will be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom? (PD cannot include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. Documentation must be provided.)

* 3. How will EL PD strategies and information from trainings/workshops be disseminated to all staff who serve ELs?

Professional Development Details

Professional Development Narrative Questions

* 1. Review the federal requirements for use of Title III funds to provide *effective* professional development (PD) and provide a description of how the district's plan will use Title III funds to implement those requirements. (List the specific trainings and workshop names; consortiums should specify whether PD is done as a group or by individual districts.)

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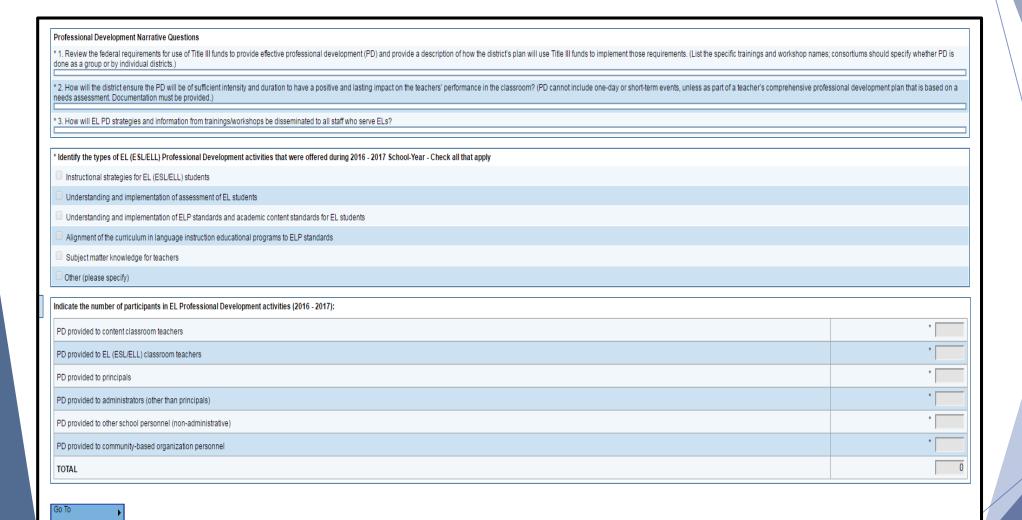
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Professional Development

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* Identify the types of EL (ESL/ELL) Professional Development activities that were offered during 2016 - 2017 School-Year - Check all that apply

☐ Instructional strategies for EL (ESL/ELL) students

☐ Understanding and implementation of assessment of EL students

☐ Understanding and implementation of ELP standards and academic content standards for EL students

☐ Alignment of the curriculum in language instruction educational programs to ELP standards

☐ Subject matter knowledge for teachers

☐ Other (please specify)

Indicate the number of participants in EL Professional Development activities (2016 - 2017):

PD provided to content classroom teachers	*
PD provided to EL (ESL/ELL) classroom teachers	*
PD provided to principals	*
PD provided to administrators (other than principals)	*
PD provided to other school personnel (non-administrative)	*
PD provided to community-based organization personnel	*
TOTAL	0

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Resources

- [KDE ESSA webpage](#)

- [KDE GMAP webpage](#)

- [Grant Management Application & Planning System Home](#)
  - KDE Resources
  - Help for Current Page